

ing harm in financial aid management, I think he over-simplifies some genuinely complex problems. His observations on adherence to regulations, for instance, do not go far enough. "The unhealthy enthusiasm for strict conformity to every detail of federal regulations in particular needs to be checked," he suggests. How about checking the federal government's "unhealthy enthusiasm" for imposing regulations in the first place? The financial aid community has repeatedly sought to dissuade the federal government from imposing many such regulations, often on precisely the grounds the author suggests. But the fact remains that *by statute*, financial aid administrators are held accountable (and subject to audit) for the interpretation and application of regulations that have been in a state of continual flux for the past several years. While conceding that a "legalistic mentality" may occasionally prevail in some aid offices, I think that most of us are concerned simply about keeping our operations in compliance with the law. That concern reflects a desire to protect ourselves as administrators, to be sure but, *more importantly*, reflects a desire

to insure that our students and our institutions can continue to participate in and benefit from the student assistance programs we administer.

In a related issue, the author seems to take our profession to task for what he (and others) perceive as an over-emphasis on validation. A great deal of the validation we perform is, of course, required by law or regulation. But even if it were not, many aid administrators would still feel compelled—on ethical grounds—to verify data reported by applicants. Responsible stewardship of public and private dollars requires a certain amount of validation. But more than that, we are concerned about distributing limited resources in the most equitable possible manner to students in need.

He is correct in saying that "validation of wealth and income must be done with care but not to the point of discouraging applicants." I would simply add that validation ought to be done with *enough* care to insure that the students who really need the funds get the funds.

Declining public support could, in turn, provoke ethical questions for the aid community that far exceed—in hu-

man consequences—any that the author poses. Imagine the dilemma, for instance, of the aid administrator faced with this unhappy choice: Do I award \$4000 to one very disadvantaged student, or spread that \$4000 out among four other less disadvantaged but still needy students, when I know that *none* of the five will be able to attend without financial aid? If we were talking about manufacturing widgets, the more cost-effective of the two strategies would be immediately obvious. But we are not talking about widgets; we're talking about people's opportunities and aspirations, individually and in the aggregate, as well as about our institutions' needs and the "public good."

The resolution of this kind of dilemma will require the careful mediation of competing—perhaps even conflicting—needs and interests. I only hope we're all up to it.

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